








<p>Subject: Art</p> <p>Year Group: 3</p> <p>Cycle/Term: Summer 1</p> <p>Making skills: Craft, design, materials and techniques</p>	<p>Prior learning: In the Spring term, children learnt to use tints and shade, use tone to create 3D, draw from observation and sketch shapes. They learnt how to add detail and texture, add appropriate expressions or reactions to the characters they draw and drew cartoons in the style of an artist.</p> <p>End point: By the end of this unit, chn will use range of craft skills including tie dye, sewing and painting in order to redesign a t-shirt. They will be able to talk about the history of the t-shirt and how it has evolved over time.</p> <p>Assessment: Chn will make redesign a t-shirt and hold a fashion show.</p>
<p>Progressive objectives:</p> <p>I am able to research and appraise work of artists and designers and show their influences in my work</p> <p>I use my sketchbook to experiment with techniques used by studied artists</p> <p>I use my sketchbook to record ideas and to plan and refine work</p> <p>I am able to talk about my artistic intention and how I want my audience to feel or think</p> <p>I show confidence and independence when working creatively</p> <p>I can compare ideas, methods and approaches used in my own artwork and the work of others</p> <p>I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved</p> <p>I can draw from direct observation, applying shapes and some tonal shading when drawing</p> <p>I can draw using different media</p> <p>I can apply greater expression and creativity to my paintings</p> <p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p> <p>I can mix, apply colour using natural pigments</p> <p>I can use aspects of colour such as tints and shades for different purposes</p> <p>I can further develop my ability to describe a 3D form in a range of materials, including drawing</p> <p>I can express and describe organic and geometric forms through different types of line</p> <p>I can construct a variety of patterns through craft materials to further develop my understanding of pattern</p> <p>I can identify, draw and label shapes within images and objects.</p> <p>I can create and form shapes from 3D materials</p> <p>I can analyse and describe texture with artists' work</p> <p>I can develop skill and control when using tone and use simple shading rules</p> <p>I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments</p> <p>I can create personal artwork using the artwork of others to stimulate me</p> <p>I can discuss my own and others' work using an increasingly sophisticated use of art language (formal elements)</p>	<p>Vocabulary:</p> <p>Tie dye</p> <p>t-shirt</p> <p>fashion</p> <p>textiles</p> <p>applique</p> <p>embroidery</p> <p>transfer paints</p> <p>fabric</p> <p>thread</p> <p>sew</p>

I can reflect on my own work in order to make improvements			
<p>Progressive Objective from Progression Document: I am able to research and appraise work of artists and designers and show their influences in my work I use my sketchbook to experiment with techniques used by studied artists I use my sketchbook to record ideas and to plan and refine work I show confidence and independence when working creatively I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved I can draw from direct observation, applying shapes and some tonal shading when drawing I can express and describe organic and geometric forms through different types of line I can identify, draw and label shapes within images and objects. I can develop skill and control when using tone and use simple shading rules I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments</p> <p>Prior Objective from progression document: I can describe the similarities and differences between pieces of work by other artists I can recognise some of the styles of artists and designers and use these ideas to inform my own work</p>	<p>Key Concept: Knowledge of artists and designers: (factual knowledge)</p>	<p>Stoneferry Starter: Revisit shading from Autumn 1 - the four rules of shading, shading from light to dark</p>	<p>Notes/next steps:</p>  
	<p>Second Order Concept: Chronology (history of art and changes over time)</p> <p>Learning Objective: Walt research and appraise work of artists and designers and show their influences in my work</p>	<p>Brief session overview: Lesson 1: Introduce topic for the term – redesigning a t-shirt https://kingpinsshow.com/history-of-the-t-shirt/</p> <p>History of the t-shirt for middle ages to modern day Know how the -shirt started as underwear and in the post-war era became a symbol of rebellion. Look at James Dean and links to the t-shirt. Chn to create a mood board/ time line in sketch books with photos/ images of t-shirts over time and annotate these with their own ideas/ sketches. Chn to sketch an observational drawing of a plain white t-shirt, looking at the shading, line and shapes they can see.</p>	
<p>Progressive Objective from Progression Document:</p>	<p>Key Concept:</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p>	<p>Notes/next steps:</p>

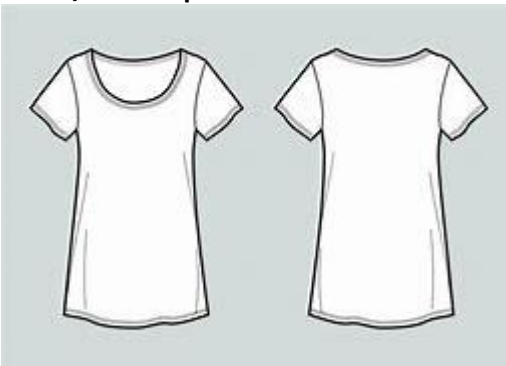
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<p>I am able to research and appraise work of artists and designers and show their influences in my work</p> <p>I use my sketchbook to experiment with techniques used by studied artists</p> <p>I use my sketchbook to record ideas and to plan and refine work</p> <p>I show confidence and independence when working creatively</p> <p>I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved</p> <p>I can express and describe organic and geometric forms through different types of line</p> <p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p> <p>I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments</p> <p>Prior Objective from progression document:</p> <p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p>	<p>Exploring and developing ideas: (conceptual knowledge)</p> <p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p>Learning Objective: Walt use materials such as tie dying skills to design and make products</p>	<p>Brief session overview:</p> <p>Lesson 2: Tie Dye.</p> <p>Introduce what tie dye is and explain how it changes a material.</p> <p>Give the chn opportunity to look at some tie dye.</p> <p>Chn will then have a go at tie dying their own material in a number of different ways with different colours.</p> <p>They will then stick this in sketch books and evaluate what they like/ dislike about their work/ impact it has on changing the material. Chn can sketch the tie dye in their sketch book around their stuck in work after.</p>	<p>Fabric samples, white t-shirts, elastic bands, tie dye.</p>  
<p>Progressive Objective from Progression Document:</p> <p>I am able to research and appraise work of artists and designers and show their influences in my work</p> <p>I use my sketchbook to experiment with techniques used by studied artists</p> <p>I use my sketchbook to record ideas and to plan and refine work</p> <p>I show confidence and independence when working creatively</p>	<p>Key Concept: Exploring and developing ideas: (conceptual knowledge)</p> <p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p>	<p>Stoneferry Starter: Revisit shape and line work from Autumn 1 – seeing simple shapes, geometry, observational drawing</p> <p>Brief session overview:</p> <p>Lesson 3: Embroidery skills</p> <p>Talk chn through a history of embroidery skills</p> <p>https://craftspress.com/history-of-embroidery/</p>	<p>Notes/next steps:</p> <p>Examples of embroidery, some examples of samplers throughout history, brief overview of the history of embroidery, sketch books, needle, embroidery thread, patterns, plain fabric</p>



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<p>I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved</p> <p>I can express and describe organic and geometric forms through different types of line</p> <p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p> <p>I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments</p> <p>Prior Objective from progression document:</p> <p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p>	<p>Learning Objective:</p> <p>Walt use materials such as sewing skills to design and make products</p>	<p>Show chn some example samplers. They are to have a go at creating their own sampler to practise their own embroidery skills to stitch an image.</p>	 
<p>Progressive Objective from Progression Document:</p> <p>I am able to research and appraise work of artists and designers and show their influences in my work</p> <p>I use my sketchbook to experiment with techniques used by studied artists</p> <p>I use my sketchbook to record ideas and to plan and refine work</p> <p>I show confidence and independence when working creatively</p> <p>I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved</p>	<p>Key Concept:</p> <p>Exploring and developing ideas: (conceptual knowledge)</p> <p>Second Order Concept:</p> <p>Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p>Learning Objective:</p> <p>WALT use materials such as craft skills to design and make products</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p> <p>Brief session overview:</p> <p>Lesson 4:</p> <p>Introduce painting on fabric using transfer paints. Chn to plan a design and sketch it onto transfer paper and then paint using fabric transfer paint. When dry, iron onto fabric. Chn to stick in sketch books and evaluate.</p>	<p>Notes/next steps:</p> <p>Plain fabric, transfer paint, sketch pencils, brushes, aprons, iron</p> 

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<p>I can express and describe organic and geometric forms through different types of line</p> <p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p> <p>I can mix, apply colour using natural pigments</p> <p>I can use aspects of colour such as tints and shades for different purposes</p> <p>I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments</p> <p>Prior Objective from progression document:</p> <p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p>			
<p>Progressive Objective from Progression Document:</p> <p>I am able to research and appraise work of artists and designers and show their influences in my work</p> <p>I use my sketchbook to experiment with techniques used by studied artists</p> <p>I use my sketchbook to record ideas and to plan and refine work</p> <p>I show confidence and independence when working creatively</p> <p>I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved</p> <p>I can express and describe organic and geometric forms through different types of line</p> <p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p>	<p>Key Concept: Making skills: (procedural knowledge)</p> <p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p>Learning Objective: Walt use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p> <p>Brief session overview:</p> <p>Lesson 5: Chn to design a t-shirt which includes elements of the skills taught over the past few weeks.</p> <p>Look at fashion designed drawings for inspiration.</p> <p>Chn to start to apply skills to improve their plain white t-shirts</p>	<p>Notes/next steps:</p> 

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<p>I can mix, apply colour using natural pigments I can use aspects of colour such as tints and shades for different purposes I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments</p> <p>Prior Objective from progression document: I can use sketchbooks more effectively through further teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials</p>			
<p>Progressive Objective from Progression Document: I am able to research and appraise work of artists and designers and show their influences in my work I use my sketchbook to experiment with techniques used by studied artists I use my sketchbook to record ideas and to plan and refine work I show confidence and independence when working creatively I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved I can express and describe organic and geometric forms through different types of line I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments I can create personal artwork using the artwork of others to stimulate me</p>	<p>Key Concept: Evaluating: (metacognitive knowledge)</p> <p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p>Learning Objective: Walt reflect on my own work in order to make improvements</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p> <p>Brief session overview: Assessment session: Time for chn to finished their t-shirts and evaluate</p> <p>Hold a fashion show for parents where chn can display their work/ finished pieces and samples.</p>	<p>Notes/next steps:</p> 

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<p>I can discuss my own and others' work using an increasingly sophisticated use of art language (formal elements)</p> <p>I can reflect on my own work in order to make improvements</p> <p>Prior Objective from progression document:</p> <p>I can use artist sources to develop my own original artwork and gain inspiration for artwork from the natural world</p> <p>I can compare others' work, identifying similarities and differences</p> <p>I can describe choices and preferences using the language of art</p>			
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Progressive objectives:

Knowledge of artists and designers

Exploring and developing ideas

Evaluating their own work

Making skills: Drawing

Making skills: Painting

Making skills: Craft, design, materials and techniques

Knowing and applying formal elements: Colour

Knowing and applying formal elements: Form

Knowing and applying formal elements: Line

Knowing and applying formal elements: Pattern

Knowing and applying formal elements: Shape

Knowing and applying formal elements: Texture

Knowing and applying formal elements: Tone

Sketchbooks

Creating original artwork; Identify similarities and differences to others' work; Reflecting

Teaching sequence:

Study the work and techniques of an artist.

Compare and contrast with the work of previous artists studied or other works in the same style.

Critically evaluate the artists' work to inform their own ideas.

Experiment, investigate and refine the different techniques using appropriate media.

Create their own artwork, applying new techniques, skills and media to their own work.

Critically evaluate their work, refining and improving where appropriate.

Reflect and recap the knowledge and skills remembered and learnt.

Concepts:

- Knowledge of artists and designers: (factual knowledge)
- Exploring and developing ideas: (conceptual knowledge)
- Making skills: (procedural knowledge)
- Evaluating: (metacognitive knowledge)

Second order concepts:

- Chronology (history of art and changes over time)
- Similarity and difference (comparing works of art, identifying common/different styles and techniques)
- Significance (significant artists, works of art and art movements)
- Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

Guidance:

This tool is to be used to ensure that all subjects are sequenced clearly and purposefully towards a defined end point. **This is not to be a short term plan full of lesson detail which is not required** but should be a supporting document that all members of your team have some input on.

- **Always start with your endpoint and plan towards it.**
- Each session should focus on one key concept only. This key concept may be the same for multiple sessions or may be just be for one. Remember they can be revisited multiple times.
- **The progressive objective is taken from the progression documents and is there as an assessment tool for Flic or integris (whichever we use in the end). You might not specifically share this with the children and it may be the same for more than one session.**
- **Teachers must consider what the children already know. Do you need to start further back even if it means they don't catch up in that term. If you do, make this clear in the progressive objectives.**
- **Always show what the previous progressive objective was to the one you are working on.**
- The learning objective is the intention for that session and can be made by you to be child friendly and a clear intention to share with the children. It could also be taken straight from a scheme of work, if that is what you are using.
- When it says brief session overview, it means very brief!



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- Next steps section to be used at your discretion, however, if you use this as a live document on sharepoint/onedrive, all team members can add and identify areas that may need further work.